

VISIT...

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Your Turn

Write a dialogue between two characters. Include quotation marks, commas, and correct punctuation in the dialogue. Then read your dialogue aloud to see if the characters sound natural. Use the writer's checklist to check your writing.



Writer's Checklist

- ☒ **Ideas and Content:** Does my dialogue show what my characters think?
- ☒ **Organization:** Does the sequence of sentences make sense?
- ☒ **Voice:** Do my words express each character's feelings and thoughts?
- ☐ **Word Choice:** Did I choose words for the **dialogue** that reveal each character's personality?
- ☒ **Sentence Fluency:** Do the sentences match the way the characters would speak?
- ☒ **Conventions:** Did I use quotation marks correctly in dialogue? Did I check my spelling?





Talk About It

What kinds of new technology do you know about? What inventions would you like to see in the future?



Find out more about life in the future at

www.macmillanmh.com

Into the FUTURE

Vocabulary

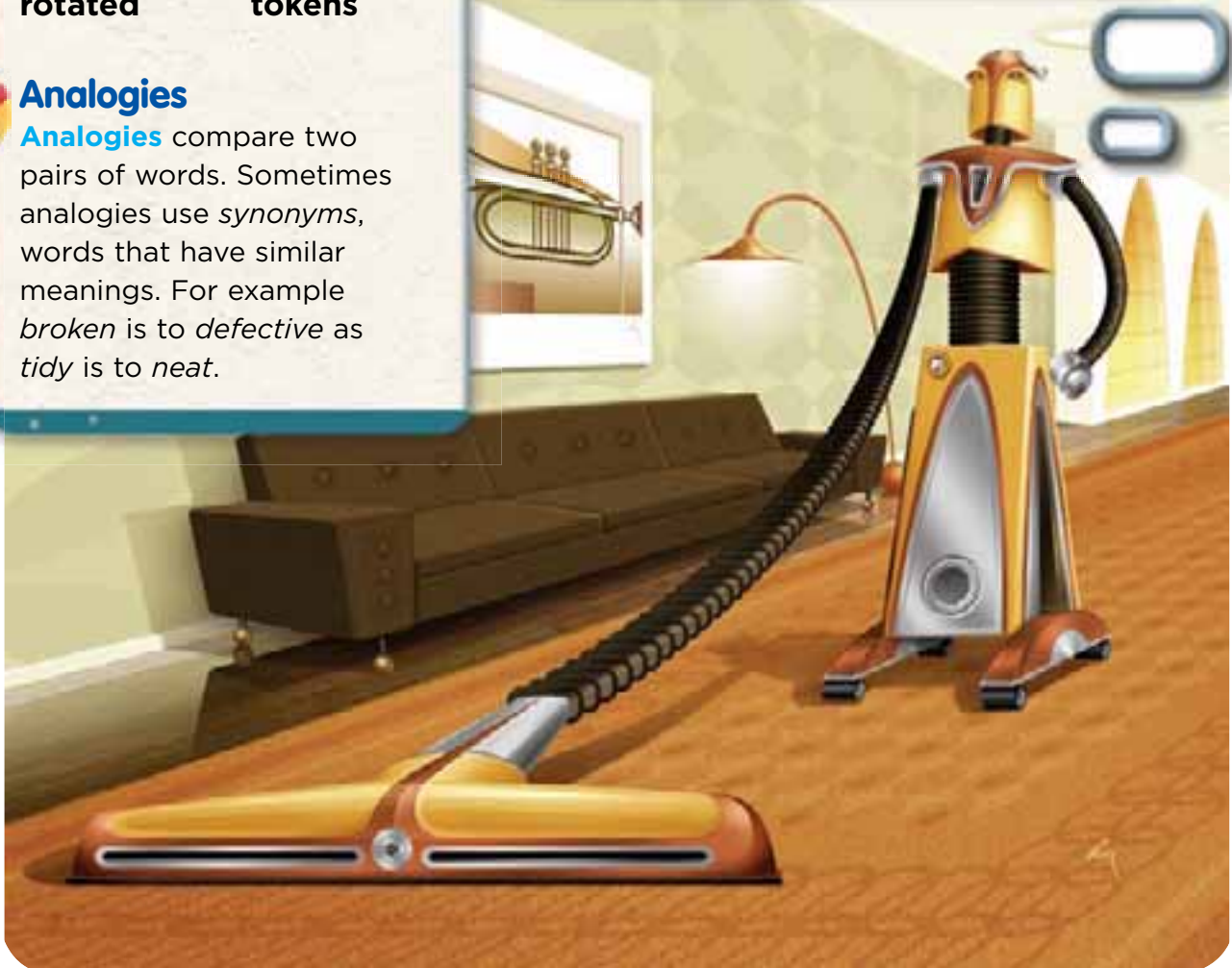
robot	staggered
defective	reversed
meteor	dangling
rotated	tokens

Analogies

Analogies compare two pairs of words. Sometimes analogies use *synonyms*, words that have similar meanings. For example *broken* is to *defective* as *tidy* is to *neat*.

Who Says Robots Can't Think?

by Jane Schnelling



Dad and I are watching the Olympic Games in our media room. The giant screen drops down to cover one wall. I jiggle the lever and my seat turns around, to face

the screen. We give our **robot**, Sylvia, our orders for popcorn and fresh lemonade. She is only a machine but she looks like a human and helps with the housework.

We are having popcorn for dinner tonight because our oven is **defective**. It is broken and keeps on repeating that it doesn't remember how to cook. Dad thinks the huge **meteor** passing by Earth is messing with its radio waves.

"I did see a shooting star yesterday," I said. "Maybe that's why I had trouble getting Sylvia started this morning. She **rotated** around and around, **staggered** when she tried to take a step, and almost fell backwards. She finally started moving towards me, but then suddenly **reversed**, and went backwards. I thought she was going to crash into a wall. Luckily, she grabbed hold of the wind chimes we have **dangling** down from the ceiling, and got her balance."

At last, Sylvia arrives with our popcorn and drinks. I look at the screen and see the Olympic torch burning brightly. Sylvia sees it too. Dad gives her **tokens** from an old board game as a tip. Sylvia thanks him for the pieces and starts to leave the room. Then she reverses direction and comes back to where we are sitting. I hear humming and then some clicking sounds. The sounds mean that she is searching her memory chips for information. "During the Olympics, I should get medals, not tokens," she says.

Dad and I just stare at each other. Sylvia doesn't seem to know that robots aren't supposed to think. Then we burst out laughing and award Sylvia a gold medal.

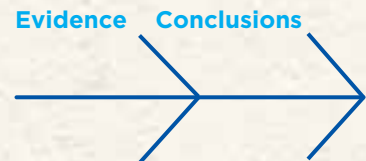
Reread for Comprehension



Make Inferences and Analyze

Draw Conclusions

Making inferences about what happens in a story will help you draw conclusions about characters and events and come to a new understanding of the story. Use your Conclusions Diagram as you reread the selection to help you to make inferences and draw conclusions.



Zathura

written and illustrated by Chris Van Allsburg

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Science

Genre

Newspaper Articles tell about current events or trends. They answer the questions *who, what, where, when, why* and *how*.

Text Features

A **Headline** is a short title about an event or subject that is designed to grab the reader's attention. A **Byline** tells who wrote the article.

Content Vocabulary

mechanical
repetitive
limitless

February 2

DIXON DAILY

Robots Today & Tomorrow

by William Brackman
Dixon Daily Staff Writer



In 1939, millions of people flocked to the World's Fair in New York. Among the major attractions was a huge mechanical man named Elektro. Many visitors believed that a **mechanical** creature called a robot would do all kinds of work for humans in the future.

Today robots are used in many industries. A robot is any machine with

moving parts that performs tasks on command. Most robots are used in factories. There they do tasks that are **repetitive**, or ones that are done in the same manner each time. Robots put parts together and move materials. They sometimes do work that is dangerous for humans. For example, they may work deep in the ocean or inside tanks filled with dangerous fumes. These

robots are more than just moving mechanical parts because they actually seem to "think."

Thinking Machines

How can metal think? Robots are programmed to do certain jobs. A program is a set of computer instructions that tell the robot what to do. Complex robots do many things. In fact two complex robots are now on Mars, studying the planet.

These robots, called the Mars Exploration Rovers, have metal or plastic bodies that protect their mechanical parts. Computers in these robots act as their brains and cameras act as their eyes. These robots have sent photos and information about the surface of Mars back to Earth.

Future Robots

What will robots do in the future? One kind of robot will be able to

recognize your voice and talk with you. It is being designed to be part companion and part security guard. Another robot will carry packages and open doors. It will walk forward and backward, turn easily without stopping, and climb stairs. It can also keep its balance on uneven ground.

The future for robots is **limitless**. They may clean our

homes, fly airplanes, and maybe even help us learn. Robots are not meant to replace humans, but they are meant to make difficult tasks easier.



Connect and Compare



1. After reading the headline what facts did you expect to find in this article? Explain your answer. **Reading a Headline**
2. How do you think robots will help humans in the future? **Analyze**
3. Think about this article and *Zathura*. If the boys in *Zathura* could design a personal robot, what might it do? How might their robot be different from robots that are planned for the future?

Reading/Writing Across Texts

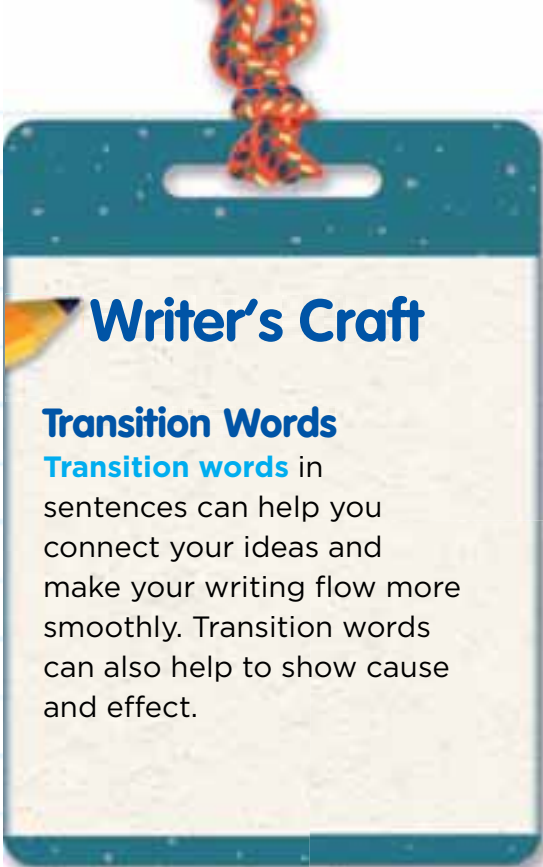


Science Activity

Do research about robots that have been used on recent space missions. Make a list of their special features and jobs.



Find out more about robots at www.macmillanmh.com



Writer's Craft

Transition Words

Transition words in sentences can help you connect your ideas and make your writing flow more smoothly. Transition words can also help to show cause and effect.

Write a Diary Entry

Dear Diary



October 25

Dear Diary,

The transition word "because" explains why Danny usually bothers Walter.

Tonight was the weirdest night of my life. As usual, Mom and Dad made me stay with Danny. I hate being left alone with him because he is such a pest! But tonight we weren't exactly alone.

The phrase "as a result" helps connect my ideas.

First, our house was launched into space, where a meteor shower hit us. Then, I lost my gravity and, as a result, almost got sucked into outer space. Next, a robot appeared and started to make trouble.

At this point, I lost hope. Danny never did, though. He tried to make everything right. Finally, I woke up in the park. I was so happy when I realized Danny was with me, alive and well.

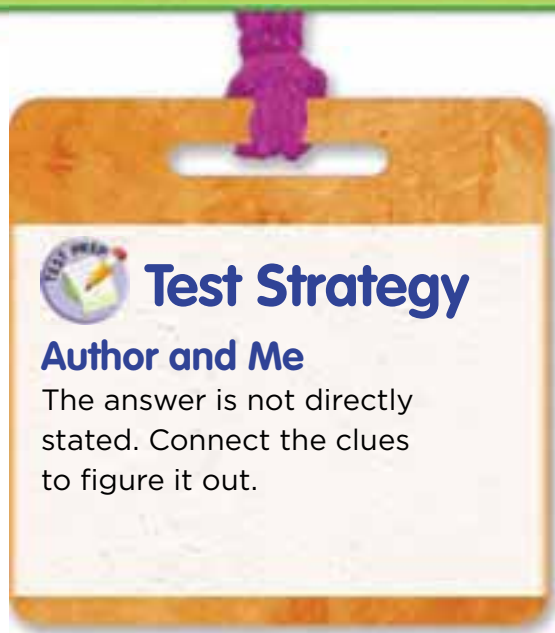
Your Turn

Write a diary entry from the point of view of a fictional character. Select an event from the story to describe in detail. Remember to tell about the event using the character's voice. Use the writer's checklist to check your writing.



Writer's Checklist

- ☒ **Ideas and Content:** Are the ideas I included those of the character?
- ☒ **Organization:** Does my description of the event unfold in a way that is easy to follow?
- ☒ **Voice:** Does the diary entry sound like the character is talking?
- ☐ **Word Choice:** Did I choose **transition words** that help to show cause and effect?
- ☒ **Sentence Fluency:** Did I start the sentences with words that show the order of events?
- ☒ **Conventions:** Did I use the correct verb forms and spell them correctly? Did I check my spelling?



Everybody Can Serve

by Belinda Cisneros

“Everybody can be great, because everybody can serve,” said Martin Luther King, Jr. According to Dr. King, greatness is not inside a person. Greatness lies in what a person does for other people. Dr. King and many others like him spent their lives making the world a better place. He challenged all people to do the same. Think about your skills and the things you enjoy doing. Is there a way that you can share these skills and interests with another person? A community service project is a great way to learn how to be a leader and to help other people. It will also help you make new friends. Choose an adult to be your advisor. Then invite some friends or family members to plan a project together. Here are a few steps to follow for creating a community service project.

Step 1 Choose the Project

- ➔ Create a list of community issues that matter to you. Do you want to help younger students who are not doing well in school? Are you interested in working with the Special Olympics? Does your community have a recycling program?



- ➔ Look over your lists. Are there already community groups that do the same thing? Are there families or schools that might be interested in helping? What materials will you need to do the project?
- ➔ Choose the project that you think will help your community the most and inspire the most interest.

Step 2 Plan the Project

- ➔ Create a schedule to help you manage the project. How long will it take to finish the project? How many days each week will you work on it? Where will the team meet?
- ➔ Decide what jobs need to be done. Assign each person to a specific job. Make sure that each person knows when his or her job needs to be completed. Mark these dates on your schedule.
- ➔ Contact any people or groups that might be able to help you. Local librarians can help you with your research.

Answer Questions

Step 3 Begin the Project

- ➔ After the planning is done, it is time to get to work. No matter what precautions you take, problems may still occur. Don't get upset. Let the team members solve the problems as they happen. Make sure everyone feels that his or her ideas are respected. Most importantly, have fun!

Step 4 Document the Project

- ➔ As you work on the project, take photographs. Ask someone to put the pictures in order from beginning to end. Each member of the group can choose one picture and write a journal entry about it. Tell members to describe what is going on in the picture and to tell about their thoughts and feelings at the time.

Step 5 It's Time to Celebrate!

- ➔ Celebrate the completion of your project. Display the pictures and journal entries. Invite everyone who helped with the project. Your local newspaper or TV station may be interested in covering the event. This is a time to celebrate what makes people "great."



Tip

Connect the clues or ideas from the selection to choose the best answer.

Directions: Answer the questions.

- 1. Which of the following would Dr. Martin Luther King, Jr., approve of the MOST?**
 - A meeting new friends
 - B helping members of the community
 - C visiting Washington, D.C.
 - D participating in a sports event

- 2. Which of these activities could BEST be added to the diagram on page 389?**
 - A selling lemonade at a baseball game
 - B studying for a test
 - C volunteering at a nursing home
 - D cleaning your bedroom

- 3. On page 390, what does the word *precaution* mean?**
 - A being in a dangerous situation
 - B not being afraid to take risks
 - C avoiding problems after something happens
 - D taking steps to prevent problems

- 4. A group is choosing between two projects: bringing meals to the elderly and raising money for a new baseball field. Which project do you think the group should choose? Explain your choice.**

- 5. Choose a community service project that you would like to do. Explain what the project is and how you would organize it. Use information from the selection to help you plan your project.**

Writing Prompt

Think about a time when you helped someone. Tell what happened and how you helped. Write a journal entry that is at least three paragraphs and include details.

